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ABSTRACT

A study investigated the attitudes of English-speakers living in Finland toward English oral communication with Finns. English-speaking diplomats, businessmen, and their wives were surveyed with Likert-type and open-ended questions. Results indicated that Finns have a good command of English grammar, with difficulties in communication attributed to limited vocabulary and inappropriate word choice. Finns are not seen as lacking empathy, enthusiasm, or friendliness, which are necessary elements in intercultural communication, but barriers to communication may be caused by the Finnish culture-related communication patterns that the Finns transfer into English-language communication: Finns are seen as too silent, shy, and guarded in intercultural communication with English-speakers, among whom great cultural value is given to verbal communication. It is concluded that English-language instruction in school should have as an objective the lowering of these barriers to intercultural communication, by making Finns aware of the barriers and by teaching linguistic strategies to avoid or overcome them. Descriptions of intercultural differences among Americans, British, Canadians, and Finns gained through the survey are also seen as having value for textbook writers and for providing information about manners and mannerisms for use in English-language instruction. (MSE)

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RESEARCH BULLETIN 69

Kaarina Yli-Renko

INTERCULTURAL COMMUNICATION AS AN AIM OF ENGLISH LANGUAGE TEACHING

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Kaarina Yli-Renko

INTERCULTURAL COMMUNICATION AS AN AIM OF ENGLISH LANGUAGE TEACHING

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ABSTRACT

The present study is the first one to be published of a more extensive project for promoting oral skills in foreign language teaching in school. The aim of this study was to investigate English speakers' views of oral intercultural communication with Finns in English. Special emphasis was placed on the factors that interfere with communication. The study was based on the concept of language learning as a lifelong endeavour.

The concept of intercultural communication was analyzed. As an aim of foreign language teaching it was considered to include both communicative competence and the educational aims, as well as international understanding and peace education. Research on Finns' oral behaviour was discussed from the Anglo-American perspective, and communication reticence emerged as a typical Finnish feature.

Finns' intercultural communication in English was operationalized into a questionnaire with Likert-type and open-ended questions, by means of which data was gathered from English speaking diplomats, businessmen, and their wives living in Finland (N=109). The reliability and validity of the evaluations were considered satisfactory.

The results indicate that Finns have a rather good command of English grammar. Difficulties in communication are seen to be due to limited vocabulary and wrong word choices. Finns do not lack empathy, enthusiasm, or friendliness, which are necessary elements in intercultural communication, but barriers to communication may be caused by the Finnish culture-related communication patterns that the Finns transfer even into English communication. Finns are too silent, shy and guarded in intercultural communication with English speaking people, in whose culture great value is set on verbal communication.

The teaching of English in school should aim to lower the barriers to intercultural communication caused by culture-related Finnish communication patterns. Students should be made aware of these barriers and be taught various linguistic strategies to avoid them and to overcome silence in communication. By constantly practising those strategies in everyday language use situations, the high speaking threshold common to Finns will be lowered.

The descriptions of intercultural differences between Americans, British and Canadians and Finns provide basic information and knowledge for discussion of manners and mannerisms in the English classroom, and may also be of some use for textbook writers.

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Preface

The concept of this study originated in the 1970's while teaching Swedish and Finnish at the University of California, Los Angeles (UCLA). An interesting observation there was the ability of American students to learn to speak a foreign language at an accelerated pace in comparison to Finnish students learning Swedish and German in Finland. The teacher was the same. The teaching methods were basically the same and even the textbooks used at UCLA were "Finnish" (Nikkilä et al. 1971, 1974). The significance of this observation was that the Californian students had very little experience in learning foreign languages compared with Finnish students. A possible reason for the difference may be the cultural background of the students. While the Finnish culture is a silent one, "small talk" is of great importance in American culture.

I want to thank Dr. Sauli Takala for encouraging me to study culture-related behaviour patterns. With the help of the American Womens' Club an opportunity was provided to explore intercultural differences between the English speakers and the Finns. I wish to thank the Americans, British and Canadians living in Finland who kindly participated in this study. Specifically, I want to thank my "students" in Finnish: Mrs. Elizabeth Fuglesang for arranging the opportunity to pretest the questionnaire, Dr. Elaine Klatt and Mrs. Ruth McFadden for reviewing the questionnaire and my English text.

I want to acknowledge the expert advice of Associate Professor Jarkko Leino in statistical operations. In addition, I owe a debt of gratitude to Professor Anna-Liisa Leino for her very important encouragement in this research project. She has read this manuscript and her expert comments have been valuable. The assistance of student teachers in addressing and mailing the questionnaire is appreciated.

Helsinki, December 1988 Kaarina Yli-Renko

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1. INTRODUCTION

1.1. Purpose of the study

The purpose of this study is to discover factors which affect the oral English communication of the Finns. These factors are based on the observations of English speakers living in Finland. It will also aim at describing some intercultural differences in manners and mannerisms of everyday life. This study is a part of a broader research project dealing with oral communication in foreign language teaching. The emphasis of the project is to provide information for improving oral foreign language teaching in school. The other studies in the project are:

1. "The students' views of foreign language teaching in senior secondary school" (Yli-Renko, forthcoming 1989a)

2. "The oral language proficiency and its assessment at the end of senior secondary school" (Yli-Renko, forthcoming 1989b)

3. Interkulturelle Kommunikation im Deutschunterricht (Yli-Renko, 1989c)

4. a comparative study:
   "Kulttuurienvälinen kommunikaatio koulun kielenopetuksen tavoitteena" ("Intercultural communication as an aim of foreign language teaching") (Yli-Renko, forthcoming 1989d)

The empirical data for this project was collected in the Fall of 1988.

From the students' point of view it is important in teaching languages in school to remember the need for foreign language communication as adults. Most students study foreign languages because of their need for future use (Yli-Renko 1985). According to the students as well as the demands of the labor market, the most important aim of foreign language teaching in

school should be oral communication (Berggren 1982, Yli-Renko 1982, Davidsson 1988).

According to the results of a recent study (cf. p. 1, study nr. 1) students regard the language teaching at senior secondary school in Finland as too theoretical, with too much emphasis on grammatical forms and too little on oral language use. This applies also to teaching English which is the main language taught in schools in Finland. The position of English in the Finnish school system will be discussed more in detail in the next chapter.

The lack of an oral language test in the matriculation examination is one of the reasons why the students do not learn to speak foreign languages fluently. The matriculation examination determines the nature of studies by concentrating the emphasis of teaching on the written language. Students and even Finnish adults criticize the school for their difficulties in speaking foreign languages.

In this study, an attempt is made to search for other reasons in the culture-related Finnish communication patterns, which a Finn might also use in speaking foreign languages, in this case English, and in different behaviour patterns of the English speakers.

The results may be utilized in teaching English in school by making the students aware not only of the behaviour of the English speaking communication partner and how to understand it but also by making the students aware of their own behaviour and habits and their own way of perceiving and interpreting the communication context. I also hope to provide textbook writers and teachers with interesting intercultural information about everyday life and materials for comparisons.

1.2. Position of English in the Finnish school system

The main factors influencing the selection of languages to be taught in the Finnish school system have been the geopolitical position of the country, its commercial and cultural ties, the need for Finns to know foreign languages, the fact that Finnish is not understood beyond the borders of the country and the fact that Finland is a bilingual country. 94 % of Finns speak Finnish and 6 % Swedish as their mother tongue. Languages taught in the Finnish 9-year comprehensive school and the 3-year senior secondary school are as follows:

Comprehensive school									Senior secondary school		
Lower level					Upper level						
Grade	I	II	III	IV	V	VI	VII	VIII	IX	1	II	III
Age	7	8	9	10	11	12	13	14	15	16	17	18
A-language 1st foreign language: English, Swedish, German, Russian, French	¦----------											
B-language Swedish or English						¦----------						
C-language Optional German, Russian, French								¦----------				
D-language German, Russian, French									¦----------			

The students have to take two compulsory languags in the comprehensive school, starting with the first foreign language (A-language) in grade 3. Over 90 % of students take English, about 6 % Swedish, under 1 % German and even less Russian and French. Efforts are made to increase the number of students studying German, Russian, or French as language A, but with little success. The Finnish parents who choose the language for the child at this early stage consider English the most important language. Those who have Swedish as the first foreign language have to take English in Grade 7, and all the others Swedish, as language B. There are also optional languages (language C) in the comprehensive school. The most common optional languages are German, French and Russian. About 20 % of all students take German, 10 % French or Russian as optional languages. Latin may be an optional subject starting in grade 7. Thus, every student has the option of taking four languages

in the comprehensive school. Instruction time is, however, limited 2-3 hours weekly in each language.

The secondary level of education is divided into two sectors. The young people can either choose senior secondary school or vocational school. In the senior secondary school, the instruction in the A-, B- and C-languages is based on the comprehensive school syllabus. Except for students majoring in mathematics, who only need two compulsory languages, there are three compulsory languages in the senior secondary school. Those students who have not started language C in the comprehensive school take language D which can be German, Russian, or French.

At the end of the senior secondary school, all students take the matriculation examination. Three of four compulsory subjects in the examination are languages, two foreign languages (A and B) and the mother tongue. Many students take in addition a test in language C or D. The nationwide examinations are composed of a listening comprehension test, a reading comprehension test, the writing of an essay and a grammar test. It does not include a speaking test, although communicative competence is the official aim of language teaching.
Students do not learn to speak foreign languages well in school, but they do get good basic skills in the written language, including some intercultural exposure. However, in the foreign language classroom, culture is regarded mostly as a separate part of language knowledge rather than being integrated into the skills of language use.

2. THEORETICAL FRAMEWORK

In this oral language teaching research project three studies will deal with intercultural communication (cf. p. 1). The main theoretical frame of reference will be introduced in the comparative study "Kulttuurienvälinen kommunikaatio koulun kielenopetuksen tavoitteena" (Yli-Renko, forthcoming 1989d). In this paper only the subject matter pertinent to this study will be discussed: definitions of intercultural communication, research on Finns' oral communication from an intercultural perspective, and intercultural communication in language teaching.

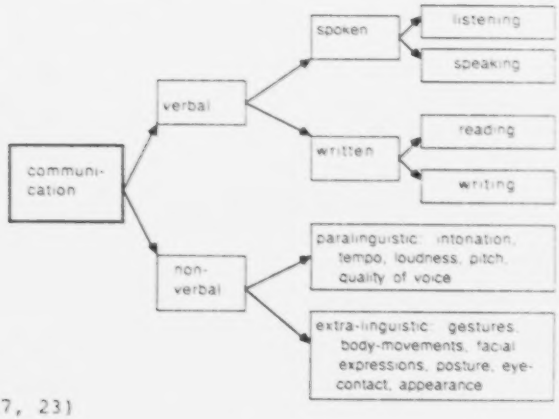
2.1. Intercultural communication

Intercultural communication is not a new concept. It has existed in all ages as people have travelled for reasons of exploration or exploitation. But the systematic study about what happens when interaction across cultures takes place is rather new.

In the diversity of theories, consensus has been reached at least on two fundamental propositions:
1. "Intercultural communication occurs whenever a message producer is a member of one culture and a message receiver is a member of another.
2. Language and culture are inseparable." (King 1988, 220)

The components of intercultural communication are communication, culture and the relationship existing between them. For the purpose of teaching foreign languages, in which the aim is to develop communication skills, we define communication as the intentional transfer of information involving both verbal and non-verbal aspects as shown in Figure 1. This study is limited to concern spoken verbal and non-verbal communication.

Figure 1. Communication



(Kohonen 1987, 23)

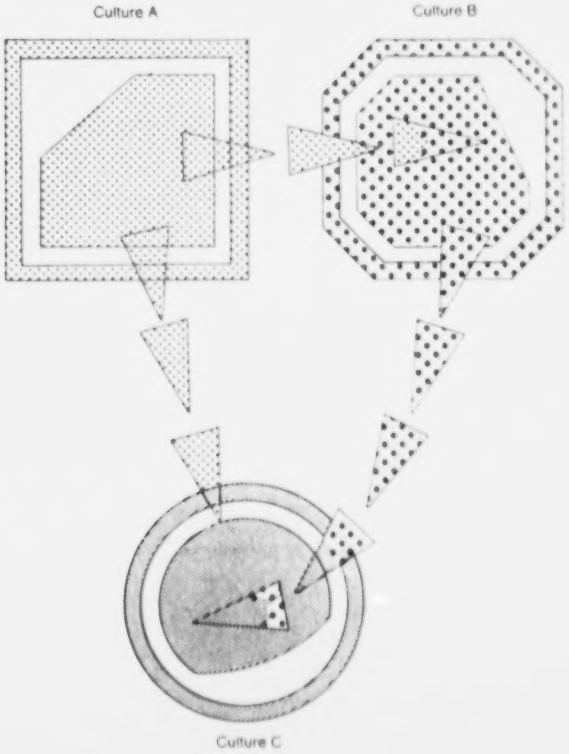
Communication and culture are inseparable because culture not only dictates who talks with whom, about what, but also helps to determine how people send messages and the conditions under which messages may or may not be received. Our entire repertoire of communicative behaviors is largely dependent upon the culture in which we have been raised. Culture is the foundation of communication, and when cultures vary, communication practices also vary. (Samovar et al. 1981, 24).

Seelye (1976, 11) suggests that there are about 300 definitions of culture. In this study, culture is defined as "the deposit of knowledge, experiences, beliefs, values, attitudes, meanings, hierarchies, religion, timing, roles, spatial relations, concepts of the universe, and material objects and possessions acquired by a large group of people in the course of generations through individual and group striving" (Samovar et al. 1981, 24).

Culture manifests itself in patterns of language and in forms of activity and behaviour of the people. Culture influences the individual person. It is largely responsible for his entire repertoire of communicative behaviour. Consequently, the repertoires of two people from different cultures may be very different, which can lead to misunderstandings or complete lack of communication. (Porter et al. 1988, 21). The influence of culture on the individual and the problems of sending and receiving messages across cultures are illustrated in Figure 2.

In this model, three geometric shapes represent three different cultures. Cultures A and B are relatively similar as can be seen from the similarity of their geometric shapes in comparison to culture C which differs in its circular shape and distance from A and B. Another shape within each culture represents an individual who has been formed by the culture. The slightly different shape of the individual from that of the culture suggests that people vary within any culture and that other things than culture influence the individual.

Figure 2. Model of intercultural communication



(Porter et al. 1988, 22)

The arrows connecting the three cultures represent messages being sent and received. When an arrow or message leaves one culture, it contains the meaning intended by the sender, the arrow having the same pattern as the culture. When a message reaches the other culture, it undergoes a change in which the influence of the second culture becomes a part of the message meaning. The meaning becomes modified because of the culturally

different repertoire of communicative behaviours. As can be seen in the figure, the change between cultures A and B is much less than the change between cultures A and C and between B and C. This is due to greater similarity of cultures A and B. The model suggests that there can be wide variation in cultural differences during intercultural communication. (Porter et al. 1988, 23-24)

Figure 3 shows roughly in a minimum-maximum dimension the amount of difference between two cultural groups which can be seen to depend on the comparative social uniqueness of the two groups.

Figure 3. Arrangement of compared cultures along a scale of minimum to maximum cultural differences.

(Adapted from Porter et al. 1988, 23)

The biggest cultural differences are between Asian and Western cultures. At the minimum end are the US American and English-

Canadian cultures as well as US American and British cultures. The difference between American culture and Finnish culture is placed above the American-German difference, because the Finnish language is not related to the English language as are the English and German languages to each other. However, physical characteristics of the people are similar. The roots of Finnish and American philosophies lie in ancient Greece, and most Americans and Finns share the Christian religion. The relationship between British/English-Canadian and Finnish cultures is virtually the same as the relationship between American and Finnish cultures.

The major concern of this study is to explore the cultural variance in the perception of everyday modes of behaviour and communication practices in the intercultural communication between the English speakers and the Finns. During the recent years, research has been conducted concerning the Finns as communicators, which will be discussed in the next chapter.

2.2. Oral communication of Finns from an intercultural perspective

Traditionally, the opinion about the oral communication of Finns is rather pessimistic: Finns are silent; they are clumsy and afraid to speak.

There is not much empirical research done on Finns' oral communication. The research conducted at the University of Jyväskylä deals primarily with silence and communication reticence (Lehtonen 1983, 1984; Lehtonen & Sajavaara 1985; Sallinen-Kuparinen 1986). Communication reticence is considered as "negative dispositional or situational affective response toward oral communication likely to restrict or inhibit one's interactive functions" (Sallinen-Kuparinen 1986, 17).

The traditional concept of Finns having a low communicator image of themselves receives empirical corroboration in the

research (Sallinen-Kuparinen 1986). According to the evaluation of young adults (N=1094) of the self's oral communication ability, less than 20 % regarded their oral skills as good to excellent, 78 % as average or worse (Sallinen-Kuparinen 1986, 84). The communication reticence followed the international normal-curve equation: 16 % were high, 17 % low and 67 % moderate communication reticents. In communication with parents and friends Finns are relaxed. But tension, fear, or nervousness are felt when taking part in a discussion, starting a conversation, opposing someone, addressing a meeting, asking and answering a question in the classroom, during a lecture or a seminar meeting, and joining a discussion group (Sallinen-Kuparinen 1986, 95).

Communication reticence is not a problem unique to Finns. Various studies indicate that there are approximately 10-30 % reticent Americans and stage fright is also a typical American phenomenon (e.g. Bruskin 1973, McCroskey 1977). It has been suggested that even 40 % of Anglo-Americans are apprehensive in interpersonal contexts (Zimbardo 1977).

As reasons for communication reticence of the Finns, Sallinen-Kuparinen's study suggests rare formal interpersonal and public speaking experiences, too little formal speech education, or lack of feedback in communication. The level of communication reticence was significantly affected by environmental factors of the respondents, such as education, growth milieu, and family's socio-economic status. (Sallinen-Kuparinen 1986). Both American (McCroskey 1977) and Finnish studies (Sallinen-Kuparinen 1986) indicate that people from rural areas are more communication reticent than people from urban environments. An interesting observation both in American and Finnish research was that females show a higher degree of stage fright than males.

Sallinen-Kuparinen points out that the Finnish cultural self-presentation norms have probably influenced the evaluations (Sallinen-Kuparinen 1986, 183). In the Finnish culture, modesty

and verbal underrating of one's own ability are to be expected. When evaluating their own communication skills as no more than average, the respondents may be only following the cultural norms. Devaluation of self is characteristic also for Japanese, Chinese and Korean cultures (Ockabe 1983, cf. Sallinen-Kuparinen 1986, 183).

The Finnish culture has other features than devaluation of self which it has common with the Japanese and Chinese cultures. One important similarity is the acceptance of silence in communication. In intercultural communication research, particular attention has been given to the role of talk and silence.

In the Finnish culture silence is "a way to communicate." Social intercourse does not require continuous talking as e.g. it does in the American culture where silence is a negative value and the way to communicate is to talk. Lehtonen (1984, 87)) suggests that on silence-talk scale, the Anglo-American culture is near one end and the Finnish culture is at the other end, although the Finns are moving towards the Anglo-American oral communication patterns.

People adopt these talk-silence communication patterns at an early age. Patterns of verbal communication, which include periods of active verbal exchange alternating with periods of silence, are established early during the preschool years (cf. Sallinen-Kuparinen 1986, 18).

It has been suggested that British and American children generally talk more than children in societies which do not emphasize the importance of talking. The American child by the age of five will not only avoid gaps in conversation by responding immediately to any verbal stimulus but also will help to create an atmosphere where silence is not acceptable. According to Lehtonen (1983) Finnish children are trained to silence from early childhood. They are not expected to converse with adults unless encouraged to do so and during meals especially, silence rather than talk is to be expected.

In intercultural communication, with the varying roles of silence and talk, timing is an important factor. Studies show that an average Finn speaks at the rate of six syllables per second which is the universal norm for a spoken language. Also the number of pauses in any total speaking time is about the same in Finnish as it is in any other language. However, Finns do vary in one regard and that is in their toleration of silence. They accept silence as a normal part of communication and do not always rush in to fill the void. (cf. Sallinen-Kuparinen 1986, 27).

A corollary to this is the fact that Finns are less tolerant of interruptions than speakers in Central Europe or in the United States and Britain. Finns require more silence and space between one speaker and the next. The Finnish listener is also silent. (Lehtonen-Sajavaara 1985).

Many typical features of a Finnish speaker can be explained in terms of differences in the perception of appropriate timing. The typical timing for Finns is to have long waiting periods between speakers, low tolerance of interruptions and high tolerance of silence. Oral communication is ultimately interpreted on the relationship between the speakers and their cultural backgrounds. (cf. Sallinen-Kuparinen 1986, 28).

In intercultural communication, the attitude of the speaker towards verbalized communication is very important. A difference in the expectations of speakers from different cultural backgrounds may cause severe problems. Speech is expected in some cultures and remaining silent can be interpreted as an inhibition which severely limits socially expected verbal interaction. Remaining silent can indicate a lack of motivation and implies ignorance of the subject under discussion. In the Anglo-American culture there seems to be an assumption that everyone present should support the conversation by active participation. Consequently, silent members are perceived as less effective in their social interactions. (New-

man 1982, cf. Sallinen-Kuparinen 1986, 20)

2.3. Intercultural communication as an aim in language teaching

The concept of intercultural communication is rather new in language teaching, although the teaching of culture has been at least implicit in the curriculum for decades. The content of teaching culture has, however, changed throughout the years, starting in the 1950's and 1960's with cultural achievements of a nation in science and art and resulting in the 1980's in a broad concept that is seen to involve "patterns of everyday life that enable individuals to relate to their place under the sun" (Seeley 1976). In the foreign language classroom in Finland, however, "culture" is still regarded as a separate part of language knowledge, not an integral part of language use.

The theoretical concept of intercultural communication is in teaching foreign languages much broader than cultural language knowledge. First of all, it includes the communicative competence which is the official aim of foreign language teaching all over the world today. Communicative competence has been defined in numerous ways, depending on the viewpoint of the author (Sneck 1987, 14; cf. also Kohonen 1987, 27). In this study the definition is based on Canale's (1983) theory. According to Canale (1983, 6-14) the theoretical concept of communicative competence includes four areas of knowledge and skills: grammatical competence, sociolinguistic competence, discourse competence and strategic competence. Grammatical competence is concerned with mastery of language code (verbal and non-verbal). It includes the traditional grammar: phonology, morphology, syntax, semantics, word formation, sentence formation and also fluency. Fluency is the ability of the speaker to express freely what he wants to say (Tiittula 1988, 16).

Sociolinguistic competence which includes socio-cultural rules

refers to the ability to use language appropriately in different sociolinguistic contexts. It depends on such contextual factors as status of the participants, purpose, norms and conventions of the interaction. The interpretation of any communication sent across a cultural boundary depends on the appropriateness of the message for the given situation and the manner in which it is delivered. Appropriateness of meaning concerns communicative functions (e.g. commanding, complaining and inviting), attitudes (including politeness and formality) and ideas.

From the point of view of intercultural communication, the socio-cultural elements of communicative competence are of great importance. They are used as the basis of the speaking rules (Hymes 1972; cf. Wolfson 1983, 61).

There are social conventions to be observed when engaging in conversation, and these rules vary with different cultures. It is important to observe these conventions in order to communicate the message as intended. These social conventions include forms of address, timing, and subject matter as well as the good manners expected in regard to compliments, invitations, apologies, etc. (Wolfson 1983, 61).

The rules of speaking are culture specific and largely unconscious. Usually in speaking foreign languages one uses the speaking rules of his mother tongue. The native speakers are rather tolerant of grammatical errors, but violations of rules of speaking are often interpreted as bad manners and cause barriers to communication. (Wolfson 1983, 62).

Discourse competence means the ability to combine grammatical forms and meanings to achieve a unified spoken or written text, master different types of texts (Canale 1983).

Strategic competence includes mastery of different verbal and non-verbal communication strategies. The strategic competence includes e.g. the ability to fill the pauses in speech and keep

up the conversation according to the cultural patterns of the country.

It is important to take all these aspects of communicative competence into consideration in teaching foreign languages. Wolfson (1983, 63) points out that there might be a problem even in getting the specific information needed. In this respect there is no problem in Finland concerning the teaching of English language. Important research is being done in the English Department at the University of Jyväskylä in Finnish-English cross-language studies (e.g. Sajavaara, ed. 1983a, 1983b, 1987a; Markkanen (ed.) 1985) and also in discourse analysis (e.g. Sajavaara, (ed.) 1987b). The only problem in Finland is how to get the teachers and textbook writers to utilize the results of the research in their work.

Maybe the teachers have a rather limited knowledge of what communicative competence really means in the teaching practice. That could be one of the reasons why so many language teachers even today are still teaching the traditional written and oral knowledge of language instead of concentrating in teaching the skills of language use.

Maybe the intercultural communication would be as the official general aim of foreign language teaching more meaningful to the teachers. It is also a broader concept than communicative competence, including the educational aims as well. A knowledge and an understanding of cultural differences, sincere desire, interest, enthusiasm, empathy, intellectual and emotional flexibility and a willingness to make an effort to communicate along with communicative competence form the basis of intercultural communication, and will help to lower the barriers caused by perceived differences in culture and lead to successful communication across the cultural boundaries. In addition to that, one has to remember that intercultural communication involves both international understanding and peace education.

3. DESIGN OF THE STUDY

3.1. Problems

This study is part of a broader research project, the aim of which is to explore means of promoting oral language teaching in school. The purpose of this study is to evaluate the English language intercultural communication ability of Finnish adults. An attempt is made to determine what knowledge and what language skills should, from the lifelong language learning point of view, be emphasized in teaching English intercultural communication in school.

Answers are sought to the following questions:

1. How do English speaking people living in Finland experience intercultural communication with Finns in English?
Special emphasis is placed on the factors which interfere with communication.
Since it was reasonable to assume that the longer one stays in Finland the more one gets used to the English language use of Finns, the length of the English speakers' stay in Finland will be controlled. Another aspect to be controlled is the agreement of the evaluations given by the Americans, the British and the Canadians.

2. What differences are there in manners and mannerisms in everyday life situations between native speakers of English and Finns?

3.2. Subjects

The main group of the subjects of the study consisted of English speaking members of the American Womens' Club and their husbands, altogether 134 persons. Since there were a few British and Canadian members in the club, 11 persons from the British Embassy who were willing to take part in this study and 5 persons (the entire personnel) from the Canadian Embassy were

additionally selected. The questionnaire was sent to 150 persons.

All these people were ideal informants for this study, being highly qualified people able to evaluate language, being used to dealing with foreigners while travelling from one country to another, and being able to make comparisons involving people and manners. These people evaluated the English communication ability of Finns from a truly intercultural and international communication point of view.

3.3. Preparing the measuring instrument

Information was gathered by means of a Likert-type questionnaire with 10 open-ended questions (Appendix 1.). Referring to the theory, attention was focused on the analysis of different aspects of intercultural communication.

The first part consisted of 5 background variables and 24 variables concerning the oral English language use of Finns in intercultural communication. The items on the questionnaire belonged to different areas as follows:

Background information of the respondents: items 1-5
Communicative competence:
- Grammatical competence: items 6-12, 18, 20
- Sociolinguistic competence: item 16
- Strategic competence: item 21
- Paralinguistic area: item 18

Finnish culture-related linguistic behavior: items 13-15, 17, 19, 25, 28, (29)
Emotional aspects of intercultural communication: items 22-24, 26, 27
The items were in somewhat negative form, except item 29. Previous studies have indicated that men have less stage fright than females. Therefore the last item was formulated as follows: Finnish men speak better English than women, even though it may not be true. It was also hoped that this item

would motivate the respondents to answer the open-ended questions carefully.

The respondents were asked if they 1. fully agreed, 2. somewhat agreed, 3. didn't know, 4. somewhat disagreed, or 5. fully disagreed with the statements. The scale ranged from 1 - 5.

The second part of the questionnaire consisted of ten open-ended questions concerning differences in manners and mannerisms in everyday life situations. The situations were selected from English textbooks used in school.

The linguistic form of the questionnaire and the clarity of the statements were reviewed by Dr. Elaine Klatt, American sociologist. She also reviewed the content of the statements from the American point of view and suggested the items 24, 26, 28 to be added.

3.4. Pretesting the measuring instrument

Since the questionnaire had already been reviewed by an American, the pilot test was done with the British.

The instrument was pilot-tested using 11 British ladies between 30 and 50 years of age, who had lived in Finland 1-3 years and used English with the Finns in daily routines and social occasions. They all knew only a few words of Finnish. The ladies were first told about the purpose of the study. After filling out the questionnaire, they were asked to give evaluative comments on it. The responses and reactions resulted in clearer and more carefully worded statements for the final version of the instrument. E.g. the word "disturb" was thought to be too strong. It was changed to "affected": "English communication with a Finn is often affected (instead of disturbed)...". The results did not bring about essential changes in the instrument. Since these results were similar to the results obtained form the main body of respondents, they will not be reported separately.

3.5. Gathering the empirical data

The empirical data was gathered in November 1988. The questionnaire was sent out in the beginning of November. Since the survey was anonymous, a letter of request was sent to all the subjects on 25.11.1988. The percentage of return was 73 %, which can be considered a good rate of return from busy diplomats and businessmen.

4. RESULTS

4.1. Demographic characteristics of the respondents

All the returned questionnaires were included in the analysis. Of the 109 respondents 49 % were females and 51 % males.

Table 1. Nationality and age distribution

Nationality	N	%	Age	N	%
Americans	55	51	under 20	1	1
British	34	31	21-30	16	15
Canadian	7	6	31-40	32	29
Others	13	12	41-50	29	27
			over 50	31	28

Among "the others" were 2 South Africans, 1 British/Danish, 1 British/Norwegian, 1 Israeli, 1 American/German, and 7 American/Finns, who had lived most of their life in America or elsewhere abroad.These people could be considered almost as natives and were accepted in the analysis.

Table 2. Knowledge of Finnish and length of stay in Finland distribution

Knowledge of Finnish	N	%	Length of stay in Finland (years)	N	%
none	19	17	< 1	25	23
poor	37	34	1 - < 2	34	31
fair	31	29	2 - < 5	22	20
good	22	20	5 - <10	4	4
			≥ 10	24	22

Most of the respondents said they used English with Finns on social occasions and in everyday life situations, half of them also in business and four respondents were teaching English in Finland. Almost all everyday-life situations were mentioned: doing business in banks, the post office, gas stations, hospital clinic, speaking with workmen at home, travelling, in restaurants, etc.

4.2. Reliability and validity

The reliability of the measuring instrument was estimated by using correlations, squared multiple correlations, communalities and Cronbach's alpha.

Inspection of the correlation matrix which is given in Appendix 2 confirms that the majority of the items obtained significant intercorrelations, which can be considered as an index of reliability. Also squared multiple correlations show reasonable reliability. Their values were approximately .30-.65. (Appendix 3.). The communalities can be considered satisfactory except for the items 16, 20, 29 in which the communalities remained low. (Appendix 3.).

The reliability of the measuring instrument was also tested by Cronbach's alpha of the sum variables derived from factor analysis (cf. p. 27). The reliability coefficients were .82, .79 and .76, thus suggesting high internal consistency for the

instrument.

The type of validity most relevant for the present study is content validity, which can be considered satisfactory for the following three reasons: 1. There was a background theory supporting the development of the instrument. 2. Native informants were used to judge the relevancy of the items. 3. The results of the factor analysis gave empirical support to the content areas presented in the instrument.

Concerning the validity of the present study or the so-called external validity the central question is the generalizability of the results. The subjects (109) obtained on an availability basis represent, of course, a very small group of Americans and British and just a few Canadians. But since they are diplomats and their wives and internationally active businessmen, they can be assumed to represent the opinions of people who work on an intercultural and international level. From that point of view, the results may be generalized.

4.3. Oral intercultural communication of Finns in English

The evaluations of the English speakers as an answer to the first problem about the interfering factors in oral intercultural communication with Finns in English were analyzed quantitatively. In the statistical analysis percentages, means, t-tests and factor analysis were used. The results will be studied first on item level within oral intercultural communication areas. Then the structure of the evaluations will be discussed.

Table no 3 shows the English speakers' evaluations of the grammatical competence of Finns in oral intercultural communication in English.

Table 3. English speakers' evaluations of the grammatical competence of Finns in oral intercultural communication in English

Item	English speakers (N = 109) Disturbing factors	fully agree %	somewhat agree %	can't say %	somewhat disagree %	fully disagree %	Mean	S.D.
6	Errors in pronunciation of sounds and words	18	46	2	24	10	2.6	1.30
7	Errors in sentence intonation	17	38	4	28	13	2.8	1.35
8	Errors in grammatical forms	15	37	3	36	9	2.9	1.30
9	Incorrect sentence structure	13	45	5	27	10	2.8	1.26
10	Limited vocabulary	23	50	1	18	8	2.4	1.25
11	Wrong word choices	16	42	7	28	7	2.7	1.26
12	The slowness and clumsiness of speech	10	33	5	41	11	3.1	1.26
18	Finns avoid eye contact	14	17	14	37	18	3.3	1.33
20	Finns correct their linguistic mistakes when speaking	4	38	20	29	9	3.0	1.09

As can be seen in Table 3 the respondents formed a rather heterogeneous evaluator group, which was to be expected, since intercultural communication is concerned and the evaluators are highly qualified individuals. Very few were not able to evaluate the grammatical competence of Finns, except the items 18 and 20 which were for respondents more difficult to evaluate than the purely grammatical items.

The greatest number of respondents (73 %) were of the opinion that limited vocabulary often disturbs Finns' communication in English. Wrong word choices, which 58 % of the respondents considered disturbing, are related to a limited vocabulary. In respect to pronunciation, more evaluators considered errors in

the pronunciation of sounds and words disturbing than errors in sentence intonation. The items 18 and 20 were more difficult to evaluate than the others in this group. 52 % of the respondents did not agree that Finns could be clumsy in speech (item 12). The only paralinguistic item concerned avoiding eye contact in conversation. 55 % of the respondents were of the opinion that Finns do not avoid eye contact.

The items concerning the pragmalinguistic components of intercultural communication are listed in Table 4.

Table 4. English speakers' evaluations of the pragmalinguistic competence of Finns in oral intercultural communication in English

	English speakers (N = 109)	fully agree	somewhat agree	can't say	somewhat disagree	fully disagree		
Item	Disturbing factors	%	%	%	%	%	Mean	S.D.
16	Finns are not aware of polite English language use (please, etc.)	15	34	6	28	17	3.0	1.37
21	Finns lack the technique in presenting arguments in English	10	30	11	36	12	3.1	1.24

Inspection of Table 4 shows that about half of the respondents considered these items disturbing and the other half did not.

The items belonging to Finnish culture-related language behaviour are listed in Table 5.

Table 5. English speakers' evaluations of Finnish culture-related behaviour in intercultural communication in English

Item	English speakers (N = 109) Disturbing factors	fully agree %	some-what agree %	can't say %	some-what dis-agree %	fully dis-agree %	Mean	S.D.
13	Finns are shy to speak English	28	36	2	23	11	2.5	1.40
14	Finns don't keep up conversation	18	34	10	33	5	2.7	1.23
15	Finns accept silence in communication	36	36	14	10	4	2.1	1.11
17	The behaviour of Finns seems distant	20	42	9	22	7	2.6	1.24
19	Finns are nervous when speaking English	15	43	5	34	5	2.7	1.23
25	Finns may be hesitant and frustrated in conversation skills	11	55	11	18	5	2.5	1.06
28	Finns appear guarded in personal conversation	24	56	5	10	5	2.1	1.06
29	Finnish men speak better English than women	4	6	22	19	49	4.0	1.14

It can be seen from Table 5 that Finns use Finnish cultural patterns also in communicating in English. The mean values far below 3.0 (items 15 and 28) indicate that the majority of respondents considered Finns as guarded in personal conversation and that silence also is part of the intercultural communication of Finns in English. Over 60 % of the respondents agreed at least somewhat that Finns are shy about speaking English, their behaviour seems distant, and they may be hesitant and frustrated in conversation skills. The last item (men being better in English than women) did not receive support from the respondents at all.

Table 6 shows the items belonging to emotional aspects of intercultural communication.

Table 6. Evaluations of English speakers of emotional aspects of intercultural communication of Finns in English

Item	English speakers (N = 109) Disturbing factors	fully agree %	somewhat agree %	can't say %	somewhat disagree %	fully disagree %	Mean	S.D.
22	Finns don't always notice how others feel in conversation	7	27	26	32	8	3.1	1.10
23	The Finns' conversation is self-centered	5	12	17	39	27	3.7	1.12
24	Finns may be boring in discussion	9	27	7	32	25	3.4	1.35
26	The monotonous conversation pattern of the Finns may create unenthusiastic feeling in conversation	14	36	8	29	13	2.9	1.31
27	Finns may demonstrate a feeling of unfriendliness in conversation	6	27	11	39	17	3.3	1.24

The mean values over 3 in Table 6 indicate that the majority of the respondents did not consider Finns selfish, self-centered, boring, or unfriendly in intercultural communication. The high deviations show however, that they were not unanimous in their evaluations.

The evaluations were controlled by the variable concerning the length of stay in Finland. The results are given in detail in Appendix 4. Generally, the evaluations were similar in different age groups. However, there was a trend that those who had been in Finland over 10 years and those between 1-2 years were more critical of Finns' use of English than those who had

lived in Finland less than a year or again between 2-5 years. The responses of four persons who had lived in Finland between 5 and 10 years were not included. The difference in critical attitude between these two groups was particularly true in respect to grammatical errors and to errors that result from using Finnish cultural patterns in English communication. This is perhaps due to changing awareness of the underlying causes of Finnish behaviour at different stages in the English speakers' stay in Finland, as well as to changes in their own degree of adjustment to the Finnish environment.

Another aspect which was controlled was the agreement of the evaluations given by the Americans, the British and the Canadians. Since there were, in addition to Americans (N=55), and British (N=34), only a few Canadians (N=7), the comparison was made between these two largest groups. The results of t-tests are to be seen in Appendix 5.

Both the Americans and British expressed approximately the same opinion concerning the communication ability of Finns in English. There were statistically significant differences in three items. The majority of the Americans were of the opinion that Finns have a command of polite English language usage. Most of the British thought that Finns are not aware of polite English language usage. Apparently, the use of polite language forms is more important in Britain than in America. The majority of the Americans considered Finns nervous when speaking English, but less than half of the British respondents agreed with them. There was a slight difference between Americans and British in respect to the language use of Finnish men and women. There was a larger percentage of British than Americans who fully disagreed with the statement that Finnish men speak better English than women.

The structure of the evaluations was examined with a factor analysis using the following conventional criteria: an eigenvalue cutoff of 1.0, an optimally clean factor structure and a conceptually interpretable factor structure. A 3-factor solu-

tion was retained for discussion. 3 factors accounted for 36 % of the total variance. (Results in detail in Appendix 6). The factors, of which sum variables were formed, were identified as follows:

	Mean	S.D.
I Grammatical competence	2.81	.94
II Egocentrism	3.28	.91
III Finnish culture	2.63	.89

These factors corresponded to the original theoretical classification. Communicative competence was, however, understood as grammatical competence. The validity of the study was thus supported by the empirical data.

4.4. Some differences in everyday manners and mannerisms between Finns and native speakers of English

The second problem concerned differences in everyday manners and mannerisms between Finns and native speakers of English. The native speakers of English answered the open-ended questions in a colourful manner, to such an extent that the qualitative content analysis presented below does not really do justice to the variety to be found in their answers. In this connection the most common differences in manners are reported and some individual opinions are given as examples.

1. Greeting and meeting people

Both British, Canadians and Americans were of the opinion that Finns are more formal than they. There is more handshaking in Finland. Even in non-formal situations Finns shake hands, whereas British people will only say "pleased to meet you" or "hello," depending on how informal the situation is. The Americans pointed out that Finns are slightly reserved, and that there is less kissing and hugging in Finland.

2. Introducing and making acquintances, and friendships

Friendships are much more slowly made with Finns than with British, American or Canadian people. Finns keep their distance, they do not like you to get too close to them.

The Americans noticed that friendships are deeper in Finland than in America when developed. The Americans also wondered why Finns do not introduce each other to a third person.

3. Thanking, apologizing, giving and receiving gifts

For the British and Americans, Finns apologize and thank less than is the custom in Britain and America. The British pointed out that the Finnish custom of sending thank-you cards with photographs after a formal occasion, e.g., weddings or important birthdays, is very nice. The 7 Canadians had not noticed much difference in these manners.

4. Addressing people

The British and Americans noticed that people seldom use a person's name when addressing them. In Finland children never say Mrs or Mr or Sir.

5. Table manners

People from all three nationalities pointed out that Finns have more formal and polite table manners. The Americans gave long detailed descriptions of other differences. E.g. Finnish use of toothpicks at the table is not considered polite in the U.S. while it is in Finland. Finns use knife and fork together more frequently than Americans. There is less joking and personal topics at the dining table in Finland. Finns hardly ever touch food with their fingers, yet Americans do quite often. Finns use a spoon to eat cake instead of a fork. It is art when Finns peel their potatoes.

6. Paying visits to homes (also "sauna" experiences, summer-places

Even visits to homes are more formal in Finland than in England, America and Canada. Paying visits to homes happens in Finland only by formal invitation, whereas British and American people often drop in uninvited. Finns are not so relaxed with visitors. Finns are less likely than British and Americans to invite others into their homes.

The Finnish custom of taking off shoes when visiting is unusual

in the UK and the U.S. The Americans noticed many more differences in manners than the British. E.g., Finns are a little too pushy as regards the sauna. You must avoid leaving too soon. Strict rules of etiquettes seem always to be followed in Finnish homes (except for the close family). Home visits are more intense and "programmed" in Finland than in the U.S. Finns are much more relaxed at their summerplace and in summer in general.

7. Phone conversations

British and Americans are more chatty and casual on the phone, even when talking business, than Finns. Finns are less communicative on the phone than British people. Finns have less "small talk." Finns answer their home phone calls by identifying themselves. Americans stay anonymous until they know the nature of the call. (cf. also Sneck 1987).

8. Differences in cultural values

In the opinion of respondents of all three nationalities, Finns are time conscious and more close to nature. There is more equality in Finland among men and women than in the UK. The activity orientation of the Finnish "countryside vacation" has made an impression on Americans: Finns chop wood, "rough it," and the wife cooks during the entire stay.

9. Differences in non-verbal communication

The opinion of the Americans and British concerning non-verbal communication of Finns was that there is hardly any. Body language is not used in Finland. Especially the Americans added that Finns use little facial expression. Many respondents mentioned specifically that Finns avoid eye contact. Finns always look down and they never seem happy. A similar opinion was in a British answer: "Most people look miserable all the time." Americans miss touching a fellow's arm or slapping his back, which is rare in Finland. Women are more active in taking care of their appearance. People push with their elbow a lot in stores. Finns tend to keep their distance, on buses, trams: very little contact. Americans use hands more frequently. "If

you start to smile or talk to your Finnish neighbors, they turn away or close their eyes."

10. Comments on aspects of communication with Finns that created an unusual situation

British opinions: Finns like to keep to themselves and only come out in the open when it is to their advantage. There are different applications of the Finnish and British sense of humour. A sense of humour in the middle of serious discussion has made a Finn nervous and irritated. Some British often have a feeling of Finns being afraid to express themselves. It is very hard to judge what a Finn thinks or feels about something you have done or said. "I enjoy their honesty, their lack of pretension and their modesty."

Americans: Why do the Finns insist on pronouncing the letter "v" in English the same as a "w"? Are they taught in school that they are the same? E.g. wery well. Also many Finns say "hello" when they are leaving. Finns are shy and reticent but they are natural and true to themselves. Often it is difficult to start a conversation with a Finn. Finns have a very good passive understanding of English, but they cannot speak very much. It takes a while for them to "open up". "The women strike me as much stronger, less inhibited, more in control than the men." Women learn English more quickly, are less shy about "speaking up" than men. Finns are scrupulously honest compared to Americans. Finns cannot relax easily. Finns love to use the term "so called this and that". In America the term "so called" can be interpreted in a non-positive way. E.g. he was treated by that "so called doctor". The word this Saturday and next Saturday are the same to Finns. To Americans it creates problems of misunderstanding when establishing dates. Another teacher complained that Finnish university students are unable to give their opinions on broad, philosophical, social or psychological questions. They can only discuss practical every-day matters and business. They also have opinions on sports and the Finnish weather. Finns never smile.

Canadians: "There seem to be two types of Finns: the shy reserved archetypical Finn and the more outgoing type, depending on contacts with foreigners."

5. CONCLUDING REMARKS

The present study is the first one to be published of a more extensive project for promoting oral skills in foreign language teaching in school. The aim of this study was to investigate English speakers' views of oral intercultural communication with Finns in English. Special emphasis was placed on the factors that interfere with communication.

The study was based on the concept of language learning as a lifelong endeavour. Finnish adults often have such difficulties in intercultural communication with English speakers in English that those difficulties should and could be given special attention in English language teaching already at the primary and secondary stages of education.

The teaching of English in school was taken into consideration in choosing the different aspects of intercultural communication to be evaluated by English speaking diplomats, businessmen, and their wives (N=109) living in Finland. The statements on the questionnaire covered such components of communicative competence, suitable to be evaluated also by others than the teaching specialist and language teachers, as well as important emotional aspects of intercultural communication and culture-related communication patterns of Finns that might be disturbing in intercultural communication in English. Cultural differences of manners and mannerisms were investigated in everyday language use situations selected from English textbooks used in school.

The results, which proved to be statistically valid, indicate that Finns using English in intercultural communication with English speakers master the grammar rather well. Difficulties

are caused by limited vocabulary and wrong word choices as well as errors in the pronunciation of sounds and words. According to the respondents, Finns do not lack empathy, enthusiasm, or friendliness in intercultural communication. They seem to have an honest and sincere desire to communicate successfully across cultural boundaries.

The results of this study suggest also that the greatest dilemma of the Finns in intercultural communication in English seems to be the Finnish culture-related communication patterns that the Finns transfer even into English communication. Finns are too shy, silent and guarded in intercultural communication with English speaking people, in whose culture great value is set on oral communication. Even the lack of technique in presenting arguments in English was considered to be a typical Finnish characteristic, not a part of English language skill, as it was classified according to the theory. Sallinen-Kuparinen (1986, 188) suggests, as a matter of fact, that Finnish values related to oral interaction contribute to the maintenance of consensus and harmony in a group and, more generally, also in society. It might be true that the Finns do not know how to argue in Finnish either. Only in the last few years has Finnish mother tongue teaching started to emphasize public speaking and oral communication in general.

The teaching of English in the school should aim to lower the barriers to intercultural communication caused by culture-related Finnish communication patterns. Students should be made aware of these barriers and be taught various linguistic strategies to avoid them and to overcome silence in communication. By constantly practising those strategies in everyday language use situations, the high speaking threshold common to Finns will be lowered.

Robinson (1988, 141) proposes that effective communication among people of different cultures requires, however, more than an "awareness" of different culture-related communication patterns. She maintains that people never have really success-

ful and positive intercultural communication unless they develop and use multiple interaction skills, such as multiple speech styles which include the way people structure conversations, forms of agreement and disagreement, and the degree of speech reciprocity. This is not an unrealistic proposal for foreign language teachers. Naturally, proper language teacher training is of primary importance. The teacher can then himself apply his intercultural communication skills and knowledge to teaching according to the interest, knowledge and ability of his students. This study suggests that there are no big differences in this respect between different English speaking nationalities which makes the adaptation of various speech styles easier.

Robinson (1988, 142) suggests also that diversity in interaction not only presumes communication through verbal speech factors, but also through paralinguistic elements of speech such as posture, facial expressions, and gestures, which may accompany speech or convey messages directly without speech at all.

The opinion of the Americans and British concerning the non-verbal communication of Finns was that there is hardly any. Body language is hardly used at all in Finland and even very little facial expression. Although 55 % of the respondents did not think that Finns avoid eye contact in communication, there were rather extensive descriptions in the open-ended answers of how Finns do avoid eye contact and look down at the table when speaking, or look miserable and down all the time. His facial expression might even contradict a Finn's verbal message.

The importance of eye contact in human communication in general has to be emphasized also in foreign language teaching. The first thing the language teacher has to do is to arrange the classroom setting so that the students are able to look into each other's eyes. It is still rather common for students to ask questions without looking even in the direction where the answerer is located. This happens particularly when asking each

other "in chain".

As far as body language and gestures are concerned, it is not necessary for a foreign language student to learn all these ethnic features (Hellgren 1982, 35). For a Finnish student it might even be impossible, also for a Finnish language teacher for that matter. But the awareness of the existence of such features and the understanding of the meaning of them should belong to every language classroom, even in Finland.

The descriptions of intercultural differences between Americans, British and Canadians and Finns provide not only basic information and knowledge for discussion of manners and mannerisms in English classes, but may also be of some use for textbook writers.

Finally, this study indicates that from the intercultural communication point of view, oral intercultural communication should be the most important aim of English language teaching in school. But this would seem to be difficult to realize as long as there is no oral proficiency test in the matriculation examination.

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2. Introducing and making acquitances, friendships

3. Thanking, apologizing, giving and receiving presents

4. Addressing people

5. Table manners

6. Paying visits to homes (also "sauna" experiences, summerplaces)

7. Phone conversation

8. Differences in cultural values (nature relationship, activity orientation, efficiency and practicality, materialism, time orientation, human nature orientation, perception of the self, social relationships: equality and conformity etc.)

9. Differences in nonverbal communication (general appearance, body movements, facial expressions, touch, smell, space and distance etc.)

10. Please feel free to comment on any aspect of communication with Finns that created an unusual situation for you. All comments will be highly appreciated.

Thank you very much for your trouble.

Questionnaire

The results of this this questionnaire will be used solely for developing the English language teaching at school. All information will be confidential. Please carefully answer every item.

Please circle the right number in the following questions.

1. What is your nationality? 1. American 2. British 3. Canadian 4. Other, what? _____

2. Sex: 1. female 2. male

3. What is your age?
1. under 20
2. 21–30
3. 31–40
4. 41–50
5. over 50

4. Can you speak Finnish?
1. not at all
2. a few words
3. somewhat
4. well

Please answer the following questions.

5. How long have you lived in Finland (in months)? _____

6. In which situations do you use English with Finns? (e.g. in social occasions, business, daily routine as shopping, post office, gas station etc.)

English communication

Please mark an X after each statement to show which alternative most closely corresponds to your opinion. Use "I can't say" only when you really don't know.

English communication with a Finn is often affected by the following:	fully agree	some-what agree	can't say	some-what dis-agree	fully dis-agree
7. errors in pronunciation of individual sounds and words					
8. errors in sentence intonation					

Variable
V6
4 4 V7

PTO

		fully agree	somewhat agree	can't say	somewhat disagree	fully disagree
V8	9. errors in grammatical forms					
V9	10. incorrect sentence structure					
V10	11. limited vocabulary					
V11	12. wrong word choices					
V12	13. the slowness and clumsiness of speech					
V13	14. Finns are shy to speak English.					
V14	15. Finns don't keep up conversation.					
V15	16. Finns accept silence in communication.					
V16	17. Finns are not aware of polite English language usage (please etc.)					
V17	18. The behaviour of Finns seems distant.					
V18	19. Finns avoid eye contact in a disturbing manner.					
V19	20. Finns are nervous when speaking English.					
V20	21. Finns correct their linguistic mistakes when speaking.					
V21	22. Finns lack the technic in presenting arguments in English.					
V22	23. Finns don't always notice how others feel in conversation.					
V23	24. The Finns' conversation is self-centered.					
V24	25. Finns may be boring in discussion.					
V25	26. Finns may be hesitant and frustrated in conversation skills.					
V26	27. The monotonous conversation pattern of the Finns may create an unenthusiastic feeling in conversation.					
V27	28. Finns may demonstrate a feeling of unfriendliness in conversation.					
V28	29. Finns appear guarded in personal conversation.					
V29	30. Finnish men speak better English than women.					

38

Intercultural differences

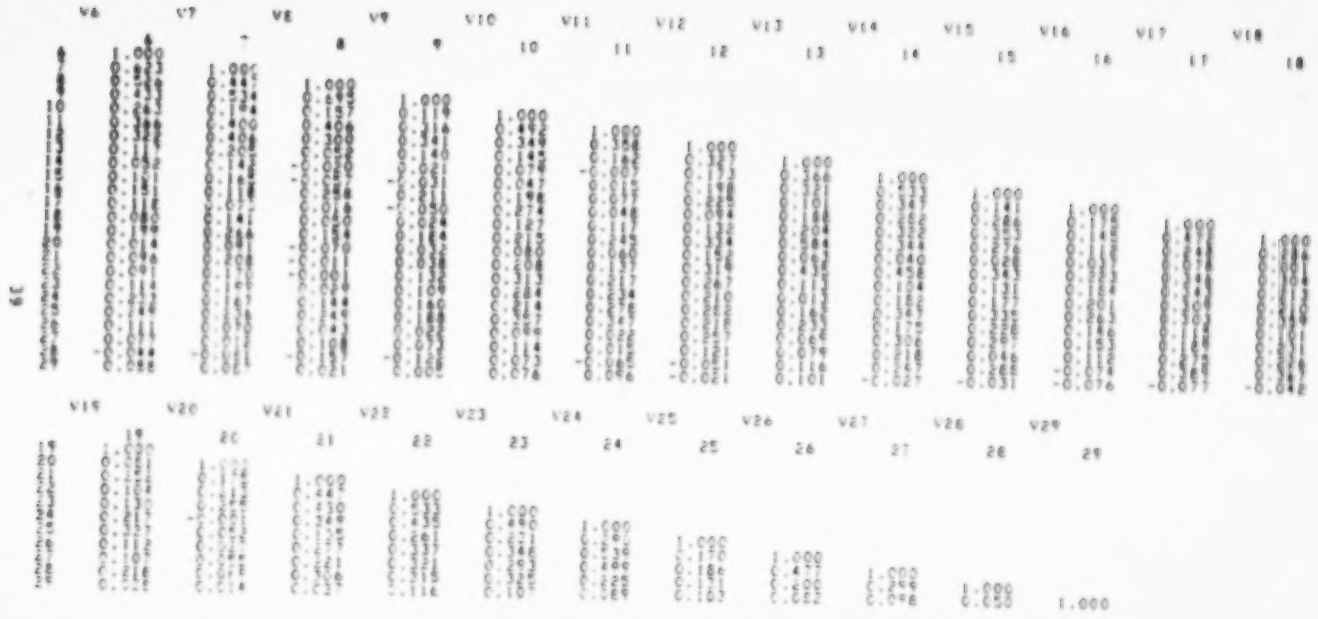
In which of the following situations have you noticed differences between the manners in your country and Finland? Please formulate your answers freely.

1. Greeting and meeting people (handshaking, kissing, hugging etc.)

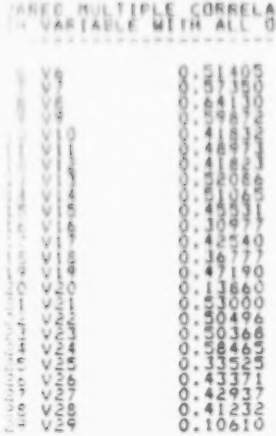
PTO

Correlation matrix

Appendix 2



Squared multiple correlations and communalities



SQUARED MULTIPLE CORRELATIONS (SMC) OF
EACH VARIABLE WITH ALL OTHER VARIABLES

V8	0.51405
V9	0.61150
V8	0.68410
V8	0.59875
V10	0.41832
V11	0.48974
V11	0.41862
V11	0.62089
V11	0.68165
V11	0.48581
V11	0.30417
V11	0.42540
V11	0.30777
V11	0.47190
V11	0.13660
V11	0.83000
V11	0.50496
V11	0.50368
V11	0.58465
V11	0.33525
V11	0.44137
V11	0.42917
V11	0.41252
V11	0.10610

Communalities

V8	0.44519
V8	0.44942
V8	0.69338
V8	0.55510
V10	0.33676
V11	0.46053
V11	0.33647
V11	0.55187
V11	0.61748
V11	0.41494
V11	0.28260
V11	0.30090
V11	0.29771
V11	0.46627
V11	0.08620
V11	0.44855
V11	0.33830
V11	0.52550
V11	0.60008
V11	0.35374
V11	0.44863
V11	0.33726
V11	0.31194
V11	0.02887

Appendix 4/1

Evaluations of English speakers with regard to length of stay in Finland (in percentages)

Scale: 1 fully agree 4 somewhat disagree
2 somewhat agree 5 fully disagree
3 don't know

		Length of stay (years)						Length of stay (years)			
		<1	1-<2	2-<5	≥10			<1	1-<2	2-<5	≥10
V6	1	21.2	13.6	25.0	8.0	V18	1	16.0	18.2	9.1	12.5
	2	54.5	40.9	50.0	40.0		2	16.0	18.2	9.1	25.0
	3	0.0	0.0	8.3	0.0		3	12.0	21.2	9.1	12.5
	4	21.2	31.8	12.5	36.0		4	32.0	30.3	9.1	0.0
	5	3.0	13.6	4.2	16.0		5	24.0	12.1	31.8	12.5
V7	1	16.0	24.2	0.0	20.8	V19	1	12.0	15.2	9.1	25.0
	2	16.0	39.4	45.5	54.2		2	32.0	42.4	68.2	29.2
	3	0.0	3.0	9.1	4.2		3	8.0	0.0	0.0	4.2
	4	56.0	24.2	27.3	12.5		4	40.0	36.4	18.2	37.5
	5	12.0	9.1	18.2	8.3		5	8.0	6.1	4.5	4.2
V8	1	12.0	12.1	4.5	25.0	V20	1	0.0	0.0	9.1	8.3
	2	40.0	42.4	36.4	29.2		2	36.0	36.4	36.4	37.5
	3	0.0	6.1	0.0	4.2		3	24.0	27.3	18.2	12.5
	4	32.0	36.4	54.5	33.3		4	36.0	24.2	31.8	29.2
	5	16.0	3.0	4.5	8.3		5	4.0	12.1	4.5	12.5
V9	1	8.0	9.1	9.1	25.0	V21	1	0.0	12.1	0.0	25.0
	2	44.0	57.6	31.8	50.0		2	16.0	27.3	36.4	37.5
	3	8.0	6.1	9.1	0.0		3	8.0	27.3	0.0	8.3
	4	28.0	21.2	40.9	16.7		4	72.0	21.2	40.9	20.8
	5	12.0	6.1	9.1	8.3		5	4.0	12.1	22.7	8.3
V10	1	36.0	18.2	27.3	12.5	V22	1	4.0	6.1	4.5	8.3
	2	36.0	51.5	36.4	70.8		2	16.0	33.3	18.2	45.8
	3	0.0	3.0	0.0	0.0		3	36.0	33.3	13.6	16.7
	4	16.0	18.2	36.4	8.3		4	40.0	18.2	59.1	20.8
	5	12.0	9.1	0.0	8.3		5	8.0	9.1	4.5	8.3
V11	1	24.0	15.2	0.0	20.8	V23	1	4.0	3.0	0.0	12.5
	2	28.0	45.5	50.0	45.8		2	4.0	6.1	4.5	29.2
	3	4.0	3.0	13.6	12.5		3	16.0	24.2	18.2	12.5
	4	28.0	33.3	31.8	16.7		4	48.0	42.4	45.5	25.0
	5	16.0	3.0	4.5	4.2		5	28.0	24.2	31.8	20.8
V12	1	4.0	12.1	0.0	20.8	V24	1	12.0	9.1	0.0	16.7
	2	28.0	30.3	27.3	54.2		2	8.0	24.2	36.4	33.3
	3	4.0	3.0	4.5	8.3		3	4.0	12.1	0.0	12.5
	4	44.0	48.5	54.5	12.5		4	36.0	33.3	31.8	29.2
	5	20.0	6.1	13.6	4.2		5	40.0	21.2	31.8	8.3
V13	1	24.0	27.3	27.3	37.5	V25	1	16.0	12.1	0.0	16.7
	2	28.0	30.3	40.9	41.7		2	44.0	60.6	77.3	37.5
	3	4.0	3.0	0.0	4.2		3	8.0	9.1	9.1	20.8
	4	32.0	21.2	31.8	8.3		4	20.0	18.2	13.6	16.7
	5	12.0	21.2	0.0	8.3		5	12.0	0.0	0.0	8.3

Appendix 4/2

		Length of stay (years)						Length of stay (years)			
		<1	1-<2	2-<5	≥10			<1	1-<2	2-<5	≥10
V14	1	12.0	15.2	13.6	29.2	V26	1	8.0	6.1	9.1	37.5
	2	24.0	39.4	31.8	33.3		2	40.0	42.4	31.8	25.0
	3	16.0	15.2	0.0	8.3		3	12.0	6.1	9.1	8.3
	4	40.0	24.2	54.5	25.0		4	24.0	36.4	27.3	29.2
	5	8.0	6.1	0.0	4.2		5	16.0	9.1	22.7	0.0
V15	1	12.0	36.4	31.8	62.5	V27	1	4.0	6.1	0.0	12.5
	2	36.0	39.4	54.5	16.7		2	24.0	36.4	31.8	16.7
	3	32.0	15.2	4.5	4.2		3	12.0	15.2	0.0	12.5
	4	20.0	3.0	9.1	12.5		4	52.0	30.3	36.4	45.8
	5	0.0	6.1	0.0	4.2		5	8.0	12.1	31.8	12.5
V16	1	12.0	12.1	4.5	25.0	V28	1	8.0	30.3	36.4	20.8
	2	28.0	42.4	27.3	37.5		2	72.0	51.5	50.0	54.2
	3	16.0	3.0	0.0	8.3		3	8.0	9.1	0.0	0.0
	4	28.0	27.3	40.9	20.8		4	8.0	6.1	13.6	16.7
	5	16.0	15.2	27.3	8.3		5	4.0	3.0	0.0	8.3
V17	1	16.0	21.2	18.2	16.7	V29	1	0.0	3.0	13.6	0.0
	2	20.0	63.6	27.3	54.2		2	0.0	9.1	9.1	8.3
	3	16.0	6.1	13.6	0.0		3	24.0	27.3	22.7	12.5
	4	36.0	6.1	36.4	20.8		4	28.0	9.1	13.6	29.2
	5	12.0	3.0	4.5	8.3		5	48.0	51.5	40.9	50.0

English speakers' evaluations with regard to nationality

	American		British			
V	Mean	S.D.	Mean	S.D.	t	
6	2.75	1.29	2.85	1.31	- .38	
7	2.85	1.26	3.18	1.38	-1.12	
8	2.96	1.26	2.88	1.32	.29	
9	2.95	1.30	2.59	1.21	1.30	
10	2.55	1.23	2.32	1.32	.80	
11	2.60	1.23	2.97	1.31	-1.35	
12	3.24	1.23	3.18	1.22	.22	
13	2.42	1.37	2.71	1.45	- .94	
14	2.95	1.30	2.59	1.18	1.30	
15	2.13	1.12	2.09	1.16	.16	
16	3.40	1.41	2.56	1.16	2.92	xx
17	2.58	1.29	2.47	1.21	.41	
18	3.16	1.34	3.62	1.33	-1.56	
19	2.45	1.09	3.09	1.24	-2.53	xx
20	3.04	1.09	2.94	1.18	.39	
21	3.13	1.28	3.12	1.15	.04	
22	3.07	1.02	2.94	1.20	.55	
23	3.75	1.08	3.67	1.09	.29	
24	3.40	1.30	3.24	1.46	.55	
25	2.47	.98	2.50	1.05	- .12	
26	3.09	1.31	2.88	1.27	.74	
27	3.38	1.21	3.18	1.24	.77	
28	2.04	1.04	2.29	1.09	-1.12	
29	3.89	1.20	4.38	.82	-2.11	x

x $p<0.05$
xx $p<0.01$
xxx $p<0.001$

Appendix 6/1

Principal axis factor analysis for the oral English communication variables. Varimax solution.

Variable	Factor 1	Factor 2	Factor 3	
6	0.66	0.07	0.07	
7	0.69	0.04	0.17	
8	0.75	-0.02	-0.07	
9	0.71	-0.00	-0.02	
10	0.36	0.31	0.10	
11	0.59	0.17	0.03	
12	0.51	0.19	0.26	
13	0.21	-0.04	0.65	
14	0.00	0.20	0.66	
15	-0.01	0.18	0.61	
16	0.23	0.19	0.19	
17	-0.01	0.42	0.37	
18	0.03	0.32	0.44	
19	0.29	0.04	0.59	
20	0.04	0.17	0.05	
21	0.08	0.42	0.50	
22	0.14	0.68	0.09	
23	0.14	0.70	0.08	
24	0.21	0.65	0.25	
25	0.36	0.24	0.20	
26	0.04	0.53	0.19	
27	0.03	0.54	0.10	
28	-0.22	0.42	0.32	
29	0.08	0.11	-0.04	
Eigenvalue	4.99	2.46	1.26	8.71
Percentage of total variance	20.8	10.3	5.2	36.3

Factor intergretations

I Grammatical competence

Variable	Load	Item
8	.75	errors in grammatical forms
9	.71	incorrect sentence structure
7	.69	errors in sentence intonation
6	.66	errors in pronunciation of sounds and words
11	.59	wrong word choices
12	.51	the slowness and clumsiness of speech

Appendix 6/2

II Egocentrism

Variable	Load	Item
23	.70	The Finns' conversation is self-centered.
22	.68	Finns do not always notice how others feel in conversation.
24	.65	Finns may be boring in discussion.
27	.54	Finns may demonstrate a feeling of unfriendliness in conversation.
26	.53	The monotonous conversation pattern of the Finns may create an unenthusiastic feeling in conversation.

III Finnish culture

Variable	Load	Item
14	.66	Finns do not keep up conversation.
13	.65	Finns are shy to speak English.
15	.61	Finns accept silence in communication.
19	.59	Finns are nervous when speaking English.
21	.50	Finns lack the technique in presenting arguments in English.

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